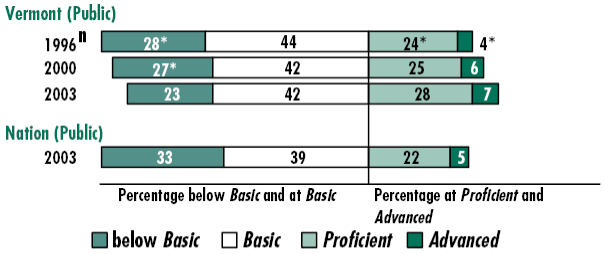
The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics and probability; and algebra and functions. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Vermont

- In 2003, the average scale score for eighth-grade students in Vermont was 286. This was higher[1] than the average score in 2000 (281), and was higher than the average score in 1996 (279).
- Vermont's average score (286) in 2003 was higher than that of the nation's public schools (276).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Vermont were higher than those in 39 jurisdictions, not significantly different from those in 12 jurisdictions, and lower than those in 1 jurisdiction.
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was greater than that in 2000 (31 percent), and was greater than that in 1996 (27 percent) .

Student Percentage at NAEP Achievement Levels



‖ Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic,* 261 or lower; *Basic,* 262-298; *Proficient,* 299-332; *Advanced,* 333 or above.

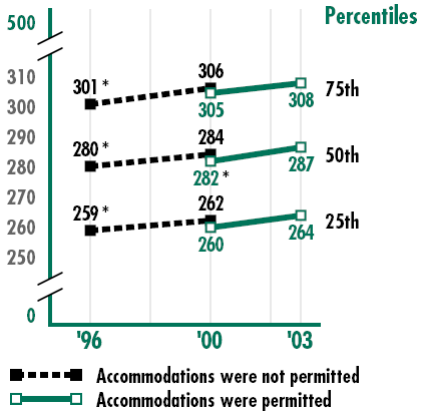
Performance of NAEP Reporting Groups in Vermont

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	286 ↑	23	42	28	7
Female	49	286 ↑	22	43	28	6
White	97	286 ↑	22 ↓	42	28	7
Black	1	---	---	---	---	---
Hispanic	#	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	25 ↑	268 ↑	41	43	14	2
Not eligible	75	291 ↑	16 ↓	42	33	8

Average Score Gaps Between Selected Groups

- In 2003, male students in Vermont had an average score that was not found to be significantly different from that of female students. In 1996, there was also no significant difference between the average score of male and female students.
- The sample size was not sufficient to permit a reliable estimate for Black students in Vermont.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Vermont.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was wider than that of 1996 (17 points).

Mathematics Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP mathematics scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2000.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2003 Mathematics Assessments.